The North Carolina State Testing Results

North Carolina Grade 3 Pretest
End-of-Grade
High School Comprehensive and End-of-Course
Multiple-Choice Tests

Reporting on the state and 117 public school systems and 87 charter schools

Published April 2002

“The Green Book”

Public Schools of North Carolina
State Board of Education
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Acknowledgments

The development of a comprehensive document that contains student and school system performance data on the grade 3 pretest, end-of-grade tests, high school comprehensive test and end-of-course tests, requires the skill and effort of many individuals. At the North Carolina Department of Public Instruction, we thank Mildred Bazemore, Monica Geary, Hope Tesh-Blum and Ken Barbour for assistance in preparing all phases of this publication as well as George Stubblefield for providing the statistical data. At the Center for Urban Affairs and Community Services, North Carolina State University, Technical Outreach for Public Schools (TOPS) Analysis Group, we thank Alissa Bernhole, Erin Lyjak, Betty Marsh and Anthony Wells for creating the tables and figures, and Karin Wolfe for verifying data accuracy as well as report editing and production.
Abstract

The 2000-01 North Carolina State Testing Results
Grade 3 Pretest, End-of-Grade, High School Comprehensive, and End-of Course
Multiple-Choice Tests

Background

- Results included in this document were generated from tests administered statewide during the 2000-01 school year. The local schools or school systems scanned the students' answer sheets with software developed by the North Carolina Department of Public Instruction. The data were sent to the North Carolina Department of Public Instruction where it was concatenated. All summary data reported in this report are calculated from any data that the school systems sent to the North Carolina Department of Public Instruction by August 2001. The data are limited to public and charter schools.

- Note: The State Board of Education approved revisions to the North Carolina Mathematics Standard Course of Study at the May 1998 monthly meeting. Effective with the 2000-01 school year, North Carolina mathematics tests measure the goals and objectives from the 1998 curriculum. Prior to the 2000-01 school year, the most recent revisions of the state mathematics curriculum occurred in 1989 (grades K-8) and 1992 (grades 9-12). Due to the 1998 revisions in the mathematics curriculum and the revised tests, the mathematics curriculum and the revised tests, the mathematics developmental scale scores were revised for the grade 3 pretest and end-of-grade tests. The revised mathematics developmental scale scores adopted by the State Board of Education in September 2001 are used to report 2000-01 student performance in this publication. The old and revised mathematics scales are not to be compared without using the conversion tables published September 2001. The end-of-course mathematics tests (Algebra I, Algebra II and Geometry) retained the scale previously used.

- Changes in Reporting. Test information is not included in this report this year. Information about the North Carolina Testing Program can be found at the NCDPI/Testing website at:

  www.ncpublicschools.org/accountability/testing

In addition, LEA data is not included in this report this year. Test data by LEA can be found at the following website:

  www.ncpublicschools.org/vol2/rsds

- Grade 3 Pretest. Initially implemented during the 1996-97 school year, the North Carolina Pretest-Grade 3 is a multiple-choice reading and mathematics test administered to students during the first three weeks of the third grade. Scores on this test are used to measure student growth in performance when compared to the end-of-grade test
results at the end of the third grade year in the areas of reading and mathematics. The pretest at grade 3 measures the knowledge and skills specified for grade 2 from the reading and mathematics goals and objectives of the North Carolina Standard Course of Study. The pretest was administered to approximately 102,000 students during the first three weeks of the 2000-01 school year.

• **End-of-Grade Tests.** Beginning in the 1992-93 school year, the North Carolina State Board of Education authorized administration of North Carolina-developed end-of-grade tests. These multiple-choice tests in reading and mathematics are aligned with the competencies specified in the North Carolina Standard Course of Study. These state-normed curriculum-based tests were administered to approximately 590,000 students in grades 3 through 8 during the final three weeks of the 2000-01 school year.

• **High School Comprehensive Test.** The North Carolina High School Comprehensive Test in reading and mathematics was first administered in 1997-98 to all students in grade 10. The multiple-choice test assesses the English language arts and mathematics competencies the typical student should master by the end of grade 10. The test is used to measure student growth in achievement in reading and mathematics since completion of grade 8. The test was administered to more than 80,000 students in the final three weeks of April 2001 for the purpose of school accountability.

• **Multiple-Choice End-of-Course Tests.** End-of-course tests measure achievement on curricular goals and objectives with an emphasis on higher-order thinking skills. These multiple-choice tests were administered in: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; Geometry; Physical Science; Physics and U. S. History to approximately 647,000 students within the final two weeks (or the equivalent for the non-traditional schedules) of the 2000-01 school year.

Grade 3 Pretest Findings

• **Achievement Level III or Above.** Results show that 71.1 percent of students entering third grade scored at or above Achievement Level III on the reading pretest while 79.2 percent scored at or above Achievement Level III on the mathematics pretest. The percent of students scoring at or above Achievement Level III on the grade 3 reading pretest in 2000-01 increased 1.3 percentage points from 1999-00. The percent of students scoring at or above Achievement Level III on the grade 3 mathematics pretest in 2000-01 increased 2.3 percentage points from 1999-00. The mathematics component of the pretest was revised for the 2000-01 school year to reflect revisions in the curriculum.

• **Mean Scale Scores.** The grade 3 reading pretest mean scale score
increased from 138.7 in 1999-2000 to 138.9 in 2000-01. The grade 3 mathematics pretest mean scale score for 2000-01 was placed on a revised developmental scale. The revised grade 3 pretest scale runs from 211 to 260.

- **Gender.** A higher percentage of females than males, in their respective ethnic categories, performed at Achievement Level III or above in the grade 3 reading and mathematics pretests.

- **Ethnicity.** Disparities in performance among subgroups were noted in the results. In reading, the Black (58.1%), Hispanic (58.4%) and American Indian (60.3%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (73.1%), Asian (75.8%) and White (78.4%) subgroups in the data. In mathematics, the Black (65.2%), American Indian (68.3%), and Hispanic (72.0%) subgroups had lower percentages performing at Achievement Level III or above than the Multi-Racial (80.1%), Asian (85.5%), and White (86.5%) subgroups. In comparison to 1999-00, all subgroups have higher percentages of students performing at Achievement Level III or above in reading and mathematics in 2000-01.

**End-of-Grade Test Findings**

- **Achievement Level III or Above.** Data from 2000-01 indicate the percentage of students in grades 3-8 performing at Achievement Level III and above in both reading and mathematics continues to grow, from 53.0 percent in 1992-93 to 71.7 percent in 2000-01.

- **Mean Scale Scores.** In these data, mean scale scores for reading increased at least slightly from 1999-00 to 2000-01 at every grade level except grade 7. Mean scale scores for mathematics increased at every grade level. On average, student performance increased on end-of-grade testing every year. The developmental scale for mathematics was revised effective with the 2000-01 school year to a scale of 218 to 310 across grades 3 through 8.

- **Gender.** In 2000-01, a higher percentage of females (74.3%) than males (69.1%) scored at or above Achievement Level III in both reading and mathematics in grades 3-8 combined. Although the number of females and males performing at Achievement Level III continues to rise across the years, the performance of females consistently exceeds that of males.

- **Ethnicity.** Disparities in performance were present among the ethnic subgroups in 2000-01. The Black (52.0%), Hispanic (58.7%) and American Indian (60.0%) subgroups had lower percentages performing at Achievement Level III or above in both reading and mathematics in grades 3-8 combined than the Multi-Racial (74.7%), Asian (78.6%) and White (82.0%) subgroups in these data. Each subgroup, however,
had a higher percentage of students scoring at Achievement Level III or above than in 1999-00.

- **Students with Limited English Proficiency.** In grades 3-8 combined, 40.1 percent of students identified as limited English proficient scored at Achievement Level III or above in *reading* and *mathematics* in 2000-01 in comparison to 35.2 percent in 1999-00.

- **Students with Disabilities.** At grades 3-8 combined, 37.0 percent of students with disabilities performed at or above Achievement Level III in *reading* and *mathematics*. In 1999-00, 33.0 percent of students with disabilities met this standard.

- **Title I and Migrant.** In grades 3-8 combined, 63.6 percent of students who performed at Achievement Level III or above in both *reading* and *mathematics* are in a Schoolwide Title I program. For those receiving services in a Migrant program, 54.0 percent of students in grades 3-8 performed at Achievement Level III or above in both *reading* and *mathematics*.

- **Achievement Level III or Above.** The results show that 61.6 percent of students taking the high school comprehensive test scored at or above Achievement Level III in *reading* while 66.8 percent scored at or above Achievement Level III in *mathematics*. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in *reading* in 2000-01 slightly decreased by 0.1 percentage points from 1999-00. The percent of students scoring at or above Achievement Level III on the high school comprehensive test in *mathematics* in 2000-01 increased 2.1 percentage points from 1999-00.

- **Mean Scale Scores.** The high school comprehensive mean scale score in *reading* remained the same at 164.9 in both 1999-00 and 2000-01. The high school comprehensive mean scale score in *mathematics* increased from 177.5 in 1999-00 to 178.4 in 2000-01.

- **Gender.** A higher percentage of females than males, in their respective ethnic categories, performed at Achievement Level III or above in *reading* and *mathematics* in these data. The percent of females at or above Achievement Level III in *reading* remained at 66.8 in 2000-01. The percent of males at or above Achievement Level III in *reading* slightly decreased from 56.6 in 1999-00 to 56.3 in 2000-01. The percent of females at or above Achievement Level III in *mathematics* increased from 66.2 in 1999-00 to 68.3 in 2000-01. The percent of males at or above Achievement Level III in *mathematics* increased from 63.1 in 1999-00 to 65.2 in 2000-01.

- **Ethnicity.** Disparities in performance among the ethnic subgroups were noted in the results. In *reading*, the Black (40.0%), American
Indian (43.9%) and Hispanic (47.9%) subgroups had lower percentages performing at or above Achievement Level III than the Asian (63.4%), Multi-Racial (66.3%) and White (71.2%) subgroups. In mathematics, the Black (44.2%), American Indian (52.8%) and Hispanic (54.6%) subgroups had lower percentages performing at or above Achievement Level III than the Multi-Racial (68.2%), White (76.4%) and Asian (76.5%) subgroups in these data. In comparison to 1999-00, the performance of all subgroups increased with the exception of the Hispanic, Multi-Racial and White subgroups’ performance in reading. All ethnic subgroups had an increase in performance in mathematics.

- **Students with Limited English Proficiency.** These results show that 0.9 percent of all students taking the high school comprehensive test were identified as limited English proficiency in 2000-01 as compared to 0.8 percent in 1999-00. The approximate percent of exclusions from taking the test, 1.2 percent, did not change from 1999-00. Approximately 21.8 percent of students identified as limited English proficient in 2000-01 scored at or above Achievement Level III reading, which was a decrease of 2.8 percent from 1999-00. Approximately 38.6 percent of these students scored at or above Achievement Level III in mathematics, a decrease of 2.1 percent from 1999-00.

- **Students with Disabilities.** In 2000-01, 21.4 percent of students with disabilities performed at or above Achievement Level III in reading as compared to 21.3 percent in 1999-00. There was also an increase in the percent of students with disabilities who met this standard for mathematics from 26.2 percent in 1999-00 to 27.3 percent in 2000-01.

- **Title I and Migrant.** Among the students participating in a Schoolwide Title I program, 37.7 percent performed at Achievement Level III or above in reading and 39.9 performed at Achievement Level III or above in mathematics. For those students receiving services in a Migrant program, 32.3 percent performed at Achievement Level III or above in reading and 40.9 percent performed at Achievement Level III or above in mathematics.

**End-of-Course Test Findings**

- The statewide administration of end-of-course tests in the areas of Algebra II, Chemistry, Geometry, Physical Science and Physics was mandated for the 1998-99 and 1999-00 school years, however, comparisons across years (for the 1995-96, 1996-97 and 1997-98 school years) are not available. During those years the tests in Algebra II, Chemistry, Geometry, Physical Science and Physics were used as a local (LEA) option.

- **Achievement Level III or Above.** From 1999-00 to 2000-01, student performance at or above Achievement Level III increased in nine of
the ten end-of-course tests. The comparison of results from 1999-00 to 2000-01 is as follows: Algebra I increased from 68.9% to 76.0%; Algebra II increased from 62.7% to 73.0%; Biology increased from 57.6% to 61.0%; Chemistry increased from 62.0% to 65.5%; Economic, Legal, and Political Systems increased from 67.3% to 70.0%; English I slightly decreased from 68.4% to 68.3%; Geometry increased from 60.0% to 63.9%; Physical Science increased from 57.1% to 59.9%; Physics increased from 72.9% to 74.4% and U.S. History increased from 46.9% to 50.5%.

• **Mean Scale Scores.** The 2000-01 end-of-course mean scale scores are: Algebra I (61.1); Algebra II (63.8); Biology (56.8); Chemistry (58.9); Economic, Legal, and Political Systems (55.7); English I (55.4); Geometry (59.8); Physical Science (55.5); Physics (57.0) and U.S. History (56.6). All mean scale scores increased from 1999-00 to 2000-01 with the exception of English I which remained the same as in 1999-00 at 55.4 and Physics which had a slight decrease from 57.1 in 1999-00 to 57.0 in 2000-01.

• **Gender.** A higher percentage of females than males performed at Achievement Level III or above on the end-of-course tests on Algebra I and English I in these data. More males than females scored at or above Achievement Level III on the Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; Geometry; Physical Science; Physics and U.S. History end-of-course tests. Percent at or above Achievement Level III performance on end-of-course tests are as follows: Algebra I (male, 74.7%; female, 77.3%); Algebra II (male 73.5%; female, 72.5%); Biology (male 62.7%; female, 59.2%); Chemistry (male, 68.8%; female, 62.8%); Economic, Legal, and Political Systems; (male, 71.0%; female 69.1%); English I (male, 63.5%; female, 73.2%); Geometry (male, 67.8%; female, 60.6%); Physical Science (male, 62.3%; female, 57.5%); Physics (male, 80.3%; female, 67.1%); U.S. History (male, 54.5%; female, 46.7%).

• **Ethnicity.** The trend showing disparities in performance among the ethnic subgroups continued in 2000-01. However, all subgroups had an increase in performance from 1999-00 to 2000-01 in all EOC subjects with the exception of English I, Geometry and Physics. Percent at or above Achievement Level III performance on end-of-course tests are as follows: Algebra I (American Indian, 67.6%; Asian, 82.5%; Black, 57.1%; Hispanic, 70.0%; Multi-Racial, 76.0%; and White, 84.6%); Algebra II (American Indian, 55.6%; Asian, 82.2%; Black, 52.5%; Hispanic, 67.7%; Multi-Racial, 74.5%; and White, 79.6%); Biology (American Indian, 46.3%; Asian, 63.7%; Black, 34.9%; Hispanic, 47.2%; Multi-Racial, 68.1%; and White, 73.1%); Chemistry (American Indian, 44.6%; Asian, 68.8%; Black, 41.8%; Hispanic, 57.8%; Multi-Racial, 69.8%; and White, 72.4%); Economic,
Legal, and Political Systems (American Indian, 54.5%; Asian, 70.5%; Black, 48.9%; Hispanic, 56.6%; Multi-Racial, 71.3%; and White, 80.0%); English I (American Indian, 50.8%; Asian, 72.0%; Black, 49.0%; Hispanic, 52.6%; Multi-Racial, 69.3%; and White, 78.0%); Geometry (American Indian, 45.4%; Asian, 71.6%; Black, 34.6%; Hispanic, 50.3%; Multi-Racial, 64.6%; and White, 75.0%); Physical Science (American Indian, 40.5%; Asian, 65.0%; Black, 37.1%; Hispanic, 44.3%; Multi-Racial, 61.5%; and White, 72.0%); Physics (American Indian, 46.3%; Asian, 78.8%; Black, 43.9%; Hispanic, 64.0%; Multi-Racial, 78.4%; and White, 79.8%); and U.S. History (American Indian, 34.7%; Asian, 56.2%; Black, 28.4%; Hispanic, 40.7%; Multi-Racial, 54.5%; and White, 59.8%).

• **Students with Limited English Proficiency.** Among students meeting the limited English proficiency requirement in 2000-01, the highest average performance was in Algebra II, with 69.4 percent scoring at Achievement Level III or above. Performance on the other end-of-course tests are as follows: Algebra I (61.3%); Physics (54.1%); Geometry (44.5%); Chemistry (46.0%); Economic, Legal, and Political Systems (29.1%); English I (28.8%); Physical Science (26.5%); Biology (21.8%) and U.S. History (19.1%). The percent of students classified as limited English proficient on end-of-course tests in 2000-01 ranged from 0.3 percent in Chemistry and Physics, to 1.0 percent in English I.

• **Students with Disabilities.** The results show that students with disabilities had an increase in performance from 1999-00 to 2000-01 in all end-of-course tests with the exception of English I. The comparison of percent of students with disabilities at or above Achievement Level III from 1999-00 to 2000-01 is as follows: Algebra I increased from 37.9% to 47.6%; Algebra II increased from 49.0% to 62.4%; Biology increased from 26.3% to 31.4%; Chemistry increased from 51.8% to 58.3%; Economic, Legal, and Political Systems increased from 33.2% to 36.7%; English I slightly decreased from 26.2% to 25.9%; Geometry increased from 44.6% to 48.1%; Physical Science increased from 30.0% to 31.4%; Physics increased from 70.4% to 74.6% and U.S. History increased from 21.1% to 24.4%.

• **Title I.** Among the students participating in a Schoolwide Title I program, a higher percentage of students scored at or above Achievement Level III in Algebra I (67.7%); Physics (46.6%) and Economic, Legal, and Political Systems (46.5%) than in Algebra II (42.1%), English I (43.8%), Chemistry (35.7%), Physical Science (33.0%) and Biology (27.2%). Students enrolled in U.S. History (24.2%) and Geometry (23.5%) had the lowest percentages at or above Achievement Level III.
Migrant. These data show that of the students receiving services in a Migrant program, a higher percentage of these students scored at or above Achievement Level III in Algebra I (75.7%) and Economic, Legal, and Political Systems (52.9%). Performance in the other reported end-of-course subjects are as follows: Physical Science (47.8%), Geometry (43.3%), English I (38.0%), Biology (36.4%) and U.S. History (13.9%). Algebra II, Chemistry and Physics cannot be reported because fewer than thirty students were included.
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INTRODUCTION

The 2000-01 North Carolina State Testing Results document provides information on student performance at the state, regional and school system levels on the following multiple-choice tests administered as components of the 2000-01 North Carolina Testing Program: grade 3 pretest (reading and mathematics), end-of-grade tests (grades 3-8 in reading and mathematics) high school comprehensive test (grade 10 in reading and mathematics), and end-of-course tests (high school subjects). The figures and tables in this document were generated using student test data from the grade 3 pretest fall 2000 test administration; the end-of-grade spring 2001 test administration; the high school comprehensive spring 2001 test administration; and the end-of-course summer 2000, fall 2000 and spring 2001 test administrations. These test data were generated from raw data files provided by each local education agency (LEA), including charter schools. Some minor duplication for end-of-course test data can occur when students re-take courses and, therefore, are required to re-take the test. Test data were reconciled with school systems’ test data through August 2001, the cutoff for the 2000-01 school year reporting.

The general focus of the 2000-01 State Testing Results is on student performance on multiple-choice tests administered during the 2000-01 school year. However, many data are reported across years in order to show gains and trends in student performance. Student absolute performance and growth are the key components of the State Board of Education’s ABCs of Public Education school-level accountability program. School-level accountability results are found in the State Report Card, which is published annually.

State- and system-level results contained within this document may be used to make grade-to-grade, subject-to-subject and year-to-year comparisons. In addition, comparisons of developmental scale scores of cohort groups as they move through grades 3-8 in reading and mathematics can be made. A variety of statistical descriptions, test scores and formats have been used to present the aggregate student data. Mean scale scores; the percent of students identified at the four achievement levels; the percent of students identified as Achievement Level III or above on the grade 3 pretest, end-of-grade tests in grades 3-8, the high school comprehensive test, and end-of-course tests are also presented. Information in this document may be used as a reference for educational stakeholders interested in making comparisons, conducting analyses and generating reports.

In addition to the summary statistics, this document contains disaggregated test results for subgroups for the multiple-choice grade 3 pretest, end-of-grade tests, high school comprehensive test and end-of-course tests. The state-level goal summary reports serve as a curriculum reference of student performance on the curriculum goals across grades and subjects. These results represent average student performance on the curriculum competencies defined in the North Carolina Standard Course of Study. The frequency distributions provide state-level summary statistics for 2000-01.
End-of-course testing began as a part of the North Carolina Testing Program in 1985-86 with the first administration of the Algebra I test. Other high school subject tests were added over time until 1994-95 when the program included eleven tests: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems (ELPS); English I; English II; Geometry; Physical Science; Physics and U.S. History. In 1995-96, under the ABCs plan, end-of-course tests were reduced to include Algebra I; Biology; Economic, Legal, and Political Systems (ELPS); English I and U.S. History. For the 2000-01 school year, the following ten end-of-course tests were mandated: Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, and Political Systems; English I; Geometry; Physical Science; Physics and U.S. History.

End-of-grade testing was implemented initially in 1992-93 when more challenging assessment strategies replaced the California Achievement Tests (1978-92). During the 2000-01 school year, end-of-grade tests administered as a component of the statewide accountability program included reading and mathematics multiple-choice tests in grades 3 through 8. The administration of the North Carolina Grade 3 Pretest began in 1996-97. The High School Comprehensive Test of Reading and Mathematics began as a part of the North Carolina Testing Program in 1997-98.

The purpose of this publication is to provide a longitudinal, comprehensive compendium of test results from grade 3 pretest, end-of-grade tests in grades 3-8, high school comprehensive test in grade 10 and end-of-course multiple-choice tests from 1992-93 to 2000-01 with a focus on reports of the 2000-01 school year performance. As the public schools of North Carolina continue to implement the ABCs of public education, the State Testing Results documents student performance and provides the reader an opportunity to develop an overall perspective on absolute student achievement in North Carolina.
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Percent of Students at Each Achievement Level in Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>23.4</td>
<td>34.7%</td>
<td>65.3%</td>
<td>23.4</td>
</tr>
<tr>
<td>1997-98</td>
<td>39.5</td>
<td>40.1%</td>
<td>56.4%</td>
<td>10.2</td>
</tr>
<tr>
<td>1998-99</td>
<td>65.3%</td>
<td>22.3%</td>
<td>32.6%</td>
<td>9.1</td>
</tr>
<tr>
<td>1999-00</td>
<td>67.4%</td>
<td>21.1%</td>
<td>30.3%</td>
<td>6.2</td>
</tr>
<tr>
<td>2000-01</td>
<td>71.1%</td>
<td>20.6%</td>
<td>28.9%</td>
<td>3.2</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Year</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996-97</td>
<td>29.7</td>
<td>40.6</td>
<td>22.5%</td>
<td>5.4</td>
</tr>
<tr>
<td>1997-98</td>
<td>30.2</td>
<td>41.3%</td>
<td>32.9%</td>
<td>4.6</td>
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<tr>
<td>1998-99</td>
<td>70.3%</td>
<td>41.8%</td>
<td>25.3%</td>
<td>9.7</td>
</tr>
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<td>1999-00</td>
<td>74.7%</td>
<td>41.7%</td>
<td>23.0%</td>
<td>18.9%</td>
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<tr>
<td>2000-01</td>
<td>79.2%</td>
<td>43.4%</td>
<td>20.9%</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Note: Due to rounding, data for some years may not add to 100%.
*Level III and Level IV percentages are calculated based on actual N = count and are not the sum of each percent.
Data received from LEAs and charted as of August 2001 are not included in these figures.
Prepared by the NC DPI Division of Accountability Services/Testing Section.
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Across All Grades (3-8)

Notes: Due to rounding, data for some years may add to 100%.
*Level I/II adn Level III/IV percents are calculated based on N-counts and are not the sum of each percent.
Data received from LEAs and charter schools after August 2001 are not included in these figures.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Note: *The North Carolina mathematics test measured the competencies in the 1996 North Carolina mathematics curriculum beginning in the 2000-01 school year.
Data mocked from LEAs and charter schools after August 2001 are not included in these figures.
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Notes:
**Numbers equal the number of students At or Above Level III in both reading and mathematics for 2000-01. Previous years are comparable.

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Data included from LEAs and charter schools after August 2001 are not included in these figures.

Prepared by the NCDEI Division of Accountability Services/Taking Action.
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Grades 3-8, by Ethnicity

**N counts equal the number of students at or above level III in both reading and mathematics for 2000-01; previous years are comparable.
Asian and Hispanic results were not reported in 1992-93. Results in the Multi-Racial category were not reported in 1992-93, 1993-94 and 1994-95.
Data received from LEAs and charter schools after August 2001 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Notes: Data received from LEAs and charter schools after August 2001 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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Notes: Due to rounding, data for some years may not add to 100%.
*Level III and Level IV percentages are calculated based on actual N counts and are not the sum of each percent.
Data received from LEAs and charter schools after August 2001 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
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(Algebra I; Algebra II; Biology; Chemistry; Economics, Legal, & Political Systems;
English I; Geometry; Physical Science; Physics and U.S. History)

1994-95

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<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>13.9</td>
<td>46.0%</td>
<td>32.1</td>
<td>3.0%</td>
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<td>Biology</td>
<td>16.0</td>
<td>43.9%</td>
<td>27.9</td>
<td>2.2%</td>
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<tr>
<td>ELPS</td>
<td>13.2</td>
<td>36.5</td>
<td>25.1</td>
<td>13.2</td>
</tr>
<tr>
<td>English I</td>
<td>12.2</td>
<td>41.8%</td>
<td>29.6</td>
<td>2.6%</td>
</tr>
<tr>
<td>U.S. History</td>
<td>15.9</td>
<td>50.3%</td>
<td>34.4</td>
<td>3.4%</td>
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N=80,370

1995-96

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<th>Course</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
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</thead>
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<td>Algebra I</td>
<td>15.1</td>
<td>46.9%</td>
<td>31.9</td>
<td>3.0%</td>
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<tr>
<td>Biology</td>
<td>16.5</td>
<td>44.2%</td>
<td>27.7</td>
<td>1.6%</td>
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<td>14.7</td>
<td>43.1%</td>
<td>28.4</td>
<td>3.1%</td>
</tr>
<tr>
<td>English I</td>
<td>12.7</td>
<td>41.9%</td>
<td>39.2</td>
<td>3.3%</td>
</tr>
<tr>
<td>U.S. History</td>
<td>15.4</td>
<td>50.6%</td>
<td>33.2</td>
<td>3.2%</td>
</tr>
</tbody>
</table>

N=82,635

Note: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science and Physics were mandated statewide; data for these courses are not available for 1994-95 through 1997-98.
**Level III and Level IV percentages are calculated based on actual N-counts and are not the sum of each percent.
Due to rounding, the some columns may not add to 100%.
Data received from LEAs and charter schools after August 1999 is not included in these figures.
Prepared by the NCES Division of Accountability Services/Testing Section.
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Percent of Scores at Each Achievement Level in the Ten Core Courses*
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1996-97

1997-98

[Diagram showing percent of scores at each achievement level for different courses in 1996-97 and 1997-98]

Note: *Beginning in the 1998-99 school year Algebra II, Chemistry, Geometry, Physical Science and Physics were mandated statewide; data for these tests are not available for 1994-95 through 1997-98.
**Level III and IV percentages are calculated based on actual N scores and are not the sum of each percent. Data for 1994-95 Algebra and Biology reflect changes made after publication of the 1994-95 Report Card. Due to rounding data for some courses may not add to 100%.

Data revised with data from LEAs and charter schools after August 2001 may not be included in these figures.
Prepared by the NCDEP Division of Accountability Services/Testing Section.
Intro. Figure 15. 1994-95 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Scores at Each Achievement Level in the Ten Core Courses*
(Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, & Political Systems; English I;
Geometry; Physical Science; Physics and U.S. History) (continued)

1998-99

<table>
<thead>
<tr>
<th>Course</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>22.0</td>
<td>34.6%</td>
<td>15.9</td>
<td>28.3</td>
</tr>
<tr>
<td>Algebra II</td>
<td>23.0</td>
<td>36.0</td>
<td>59.0%</td>
<td>22.8</td>
</tr>
<tr>
<td>Biology</td>
<td>59.0%</td>
<td>41.0%</td>
<td>28.2</td>
<td>39.5%</td>
</tr>
<tr>
<td>Chemistry</td>
<td>41.8</td>
<td>57.7%</td>
<td>37.1</td>
<td>60.5%</td>
</tr>
<tr>
<td>ELPS</td>
<td>43.4</td>
<td>65.4%**</td>
<td>31.0</td>
<td>67.4%</td>
</tr>
</tbody>
</table>

| N                 | 87,404  | 48,956   | 76,872    | 41,261   |

<table>
<thead>
<tr>
<th>Course</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>25.2</td>
<td>64.6%**</td>
<td>16.1</td>
<td>28.2</td>
</tr>
<tr>
<td>Geometry</td>
<td>20.9</td>
<td>58.4%</td>
<td>39.5</td>
<td>33.7</td>
</tr>
<tr>
<td>Physical Science</td>
<td>41.6%</td>
<td>31.7</td>
<td>44.3%</td>
<td>49.0%</td>
</tr>
<tr>
<td>Physics</td>
<td>11.0</td>
<td>30.6</td>
<td>21.4</td>
<td>14.4</td>
</tr>
<tr>
<td>U.S. History</td>
<td>9.3</td>
<td>41.6%</td>
<td>56.0</td>
<td>49.0%</td>
</tr>
</tbody>
</table>

| N                 | 89,679  | 60,764   | 67,397    | 11,221   |

Note: *Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science and Physics were mandated statewide; data for these
      tests are not available for 1994-95 through 1997-98.

**Level III and Level IV percentages are calculated based on actual N counts and are not the sum of each percentage.
Due to rounding, data for some courses may not add to 100%.
Data received from LEAs and charter schools after August 2001 are not included in these figures.
Prepared by the NCdpi Division of Accountability/Assessment/Testing Section.
Figure 15. 1994-95 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Scores at Each Achievement Level in the Ten Core Courses*
(Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, & Political Systems; English I; Geometry; Physical Science; Physics and U.S. History) (continued)

1999-00

<table>
<thead>
<tr>
<th>Course</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>Algebra I</td>
<td>30.1</td>
<td>68.9%</td>
<td>0.0%</td>
<td>0.0%</td>
</tr>
<tr>
<td>N=90,109</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Algebra II</td>
<td>26.7</td>
<td>35.9</td>
<td>37.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td>N=52,451</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>16.7</td>
<td>40.9</td>
<td>26.4%</td>
<td>1.9%</td>
</tr>
<tr>
<td>N=80,549</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>22.8</td>
<td>39.3</td>
<td>37.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>N=42,605</td>
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</tr>
<tr>
<td>ELPS</td>
<td>28.8</td>
<td>38.5</td>
<td>32.7%</td>
<td>0.0%</td>
</tr>
<tr>
<td>N=78,992</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Level I</th>
<th>Level II</th>
<th>Level III</th>
<th>Level IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>English I</td>
<td>28.0</td>
<td>40.4</td>
<td>36.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>N=93,434</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geometry</td>
<td>23.6</td>
<td>31.6%</td>
<td>39.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>N=64,572</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>16.0</td>
<td>41.0</td>
<td>39.9%</td>
<td>0.0%</td>
</tr>
<tr>
<td>N=67,066</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>28.0</td>
<td>44.9</td>
<td>32.6%</td>
<td>0.0%</td>
</tr>
<tr>
<td>N=11,429</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>U.S. History</td>
<td>14.3</td>
<td>36.5</td>
<td>53.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>N=70,930</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: *Beginning in the 1998-99 school year, Algebra II, Chemistry, Geometry, Physical Science and Physics were mandated statewide; data for these subjects is not available for 1994-95 through 1997-98.
**Level I and Level IV percentages are calculated based on actual N-courses and are not the sum of each percent.
Due to rounding, data for some courses may not total to 100%.
Data received from LEAs and charter schools after August 2001 are not included in these figures.
Prepared by the MDTP Division of Accountability Services/Testing Section.
Intro. Figure 15. 1994-95 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Scores at Each Achievement Level in the Ten Core Courses*
(Algebra I; Algebra II; Biology; Chemistry; Economic, Legal, & Political Systems; English I;
Geometry; Physical Science; Physics and U.S. History) (continued)

2000-01

Algebra I  Algebra II  Biology  Chemistry  ELPS

N=93,000  N=54,902  N=82,026  N=43,702  N=90,209

English I  Geometry  Physical Science  Physics  U.S. History

N=94,707  N=65,480  N=39,182  N=10,948  N=73,742

Notes: * Beginning in the 1996-97 school year, Algebra II, Chemistry, Geometry, Physical Science, and Physics were mandated statewide; data for those tests are not available for 1994-95 through 1997-98.
**Level III and Level IV percent are calculated based on actual counts and are not the sum of each percent.
Due to rounding, data for some courses may not total 100%.
Data received from LEAs and charter school after August 2001 are not included in these figures.
Prepared by the NOEDP Division of Accountability Services/Testing Section.
Intro. Figure 16. 1994-95 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III
by Course**

Intro. Figure 17. 1994-95 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III Across the Five Core Courses**
(Algebra I; Biology; Economic, Legal, and Political Systems; English I and U.S. History)
for Black and White Students

Notes:
*Data for 1994-95 Algebra I and Biology included in changes made after publication of the 1994-95 Report Card.
**%s of 1996-99, five additional courses were mandated. Since there are no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.
The inclusion of Black and White ethnic groups in this figure reflects their status as the largest ethnic group in the state.
Counts equal the number of students At or Above Level III across the five courses for 2000-01; previous years are comparable.
Data matched from LEAs and charter schools after August 2001 are not included in these figures.
Prepared by the MDDE Division of Accountability, Surveys, and Testing Section.
Intro. Figure 18. 1994-95 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III Across the Five Core Courses
(Algebra I, Biology, Economic, Legal, and Political Systems, English I and U.S History)
by Ethnicity

Notes: *As of 1998-99, five additional courses were mandated. Since there are no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.
Multi-Racial results were not reported in 1994-95.
N counts equal the number of students At or Above Level III across the five courses for 2000-01; previous years are comparable.
Data received from LEAs and charter schools after August 2001 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.
Intro. Figure 19. 1994-95 to 2000-01 End-of-Course Multiple-Choice Test Results
Percent of Students At or Above Level III Across the Five Core Courses*
(Algebra I; Biology; Economic, Legal, & Political Systems; English I and U.S. History)
by Disability

Notes: *As of 1998-99, five additional courses were mandated. Since there are no data available from 1994-95 through 1997-98 for these five courses, they are not included in this figure.
**Other Exceptional Classifications is no longer reported as a category starting in 2000-01; Autistic is reported as a separate category in 2000-01.
N counts equal the number of students at or above Level III across the five core courses for 2000-01; previous years are comparable. No scores are reported for groups with fewer than thirty students.
Data received from LEAs and charter schools after August 2001 are not included in this figure.
Prepared by the NCDPI Division of Accountability Services/Testing Section.